

Lesson 9 PERPETRATORS, COLLABORATORS, AND BYSTANDERS

Making Connections

The additional activities and projects listed below can be integrated directly into the lesson or can be used to extend the lesson once it has been completed. The topics lend themselves to students' continued study of the Holocaust as well as opportunities for students to make meaningful connections to other people and events, including relevant contemporary issues. These activities may include instructional strategies and techniques and/or address academic standards in addition to those that were identified for the lesson.

1. Visit IWitness (iwitness.usc.edu) for activities specific to Lesson 9: Perpetrators, Collaborators, and Bystanders.
2. In this lesson, students examine *Salitter's Report*, a report that outlines a transport of 1,007 Jews in December 1941 from Dusseldorf to Riga. Provide students with *Hilde Sherman's Testimony* available on the website in the **Additional Resources** section of the **Lesson Components**. Have students carefully study the two texts, noting similarities and differences in the description of places, the sequence of events, how people interacted over the course of the transport, etc., and present their findings in a graphic organizer (e.g., Venn diagram).
3. Instruct students to research the facts behind the proposed bombing of Auschwitz and conduct a debate to discuss whether or not Auschwitz should have been bombed by the Allies.
4. Have students research how the Holocaust was covered in media, especially newspapers, in their state, city, or town. After gathering relevant information, instruct students to develop an argument to support or refute the idea that this event was accurately covered and reported to the public. If unable to locate local or state coverage, research how the Holocaust was covered in national media (e.g., *The New York Times*). Have students prepare a written or oral summary of their findings and conclusions. Encourage students to develop and respond to essential questions that this research prompts, e.g., "Had large media outlets like *The New York Times* done more to cover the Holocaust, would it have galvanized other media to do the same?" "Why was the media hesitant to cover what was happening to the Jews of Europe or, if they did cover these events, why were the articles buried inside the paper?" "What is the role of media in alerting and educating the public about events happening in the world?"
5. During the 1994 genocide in Rwanda, up to one million people perished and as many as 250,000 women were raped, leaving the country's population traumatized and its infrastructure decimated. Since then, Rwanda has embarked on an ambitious justice and reconciliation process with the ultimate aim of all Rwandans once again living in peace. In the years following the genocide, more than 120,000 people were detained and accused of bearing criminal responsibility for their participation in the murder of ethnic Tutsis. To deal with such an overwhelming number of perpetrators, a judicial response was pursued on three levels:
 - the International Criminal Tribunal for Rwanda,
 - the national court system, and
 - the Gacaca courts.

Have students research the structure and goals of each of these responses as well as what the

effects have been on reconstructing Rwandan identity and securing justice for the victims and their families. Encourage students to gather relevant information from multiple print and digital sources and present their findings in a PowerPoint or cloud-based presentation (e.g., Prezi), a written report, or decide on another format to present their work.